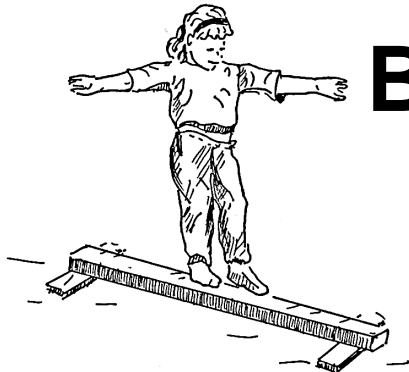
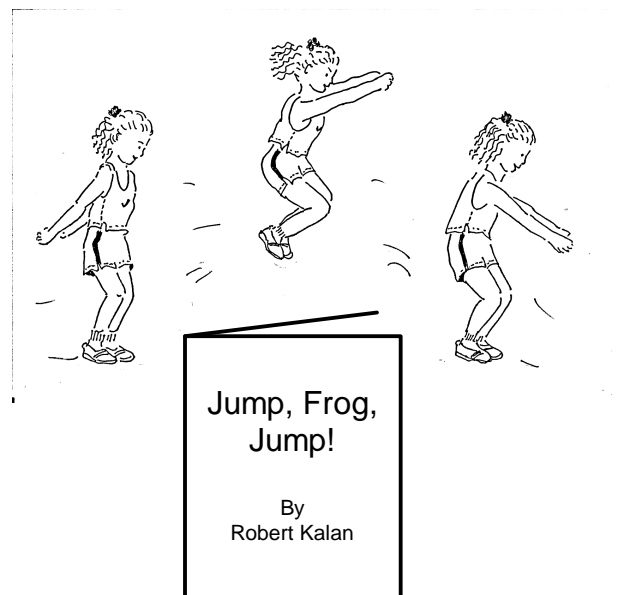
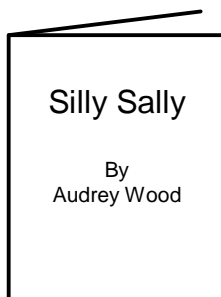


Books and Movement – A Magical Mix



B.A.M.M.M.!

January 2006
I Can Balance



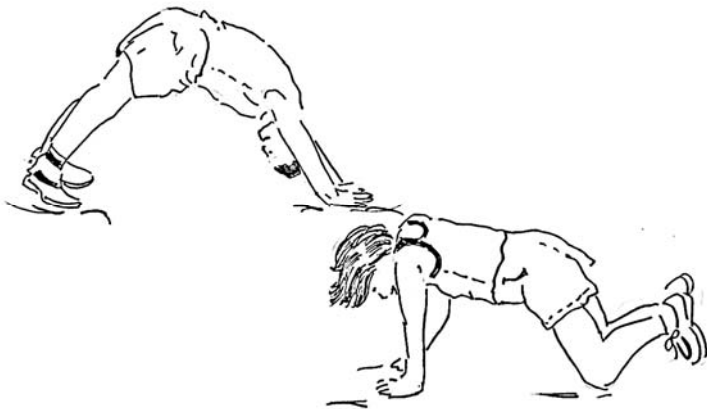
B.A.M.M.M.!
Books and Movement – A Magical Mix

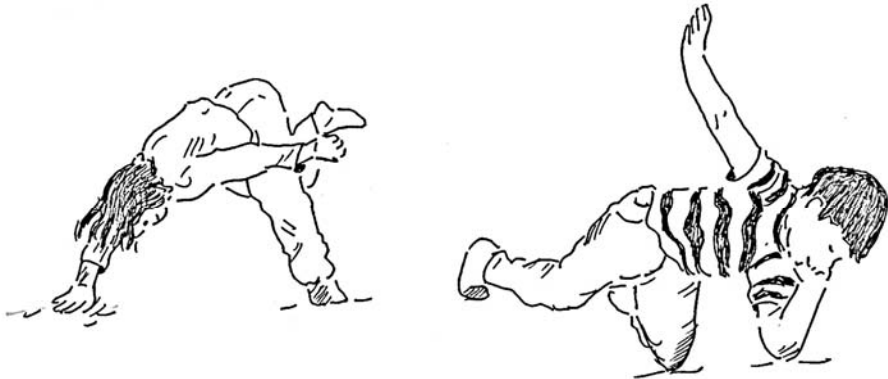
Learning Activity #1 <i>August 2005</i>	I Can Move My Body in Many Ways	Book: <i>From Head to Toe</i> By Eric Carle
Learning Activity #2 September 2005	I Can Dance	Book: <i>Giraffes Can't Dance</i> By Giles Andreae Illustrated by Guy Parker-Rees
Learning Activity #3 <i>October 2005</i>	I Can Walk	Book: <i>We're Going on a Picnic</i> By Pat Hutchins
Learning Activity #4 November 2005	I Can Run	Book: <i>The Gingerbread Man</i> Retold by Jim Aylesworth Illustrated by Barbara McClintock
Learning Activity #5 <i>December 2005</i>	I Can Crawl	Book: <i>Inch by Inch</i> By Leo Lionni
Learning Activity #6 <i>January 2006</i>	I Can Balance	Book: <i>Silly Sally</i> By Audrey Wood
Learning Activity #7 <i>February 2006</i>	I Can Dance Colors	Book: <i>Color Dance</i> By Ann Jonas
Learning Activity #8 March 2006	I Can Bounce	Book: <i>Bouncing Time</i> By Patricia Hubbell Illustrated by Melissa Sweet
Learning Activity #9 April 2006	I Can Play Sticks	Book: <i>Thump, Thump, Rat-a-Tat-Tat</i> By Gene Baer Illustrated by Lois Ehlert
Learning Activity #10 <i>May 2006</i>	I Can Jump!	Book: <i>Jump, Frog, Jump!</i> By Robert Kalan
Learning Activity #11 June 2006	I Can Travel Through an Obstacle Course	Book: <i>We're Going on a Bear Hunt</i> By Michael Rosen Illustrated by Helen Oxenbury
Learning Activity #12 <i>July 2006</i>	I Can Travel in Many Ways	Book: <i>Ask Mr. Bear</i> By Marjorie Flack

Learning Activity #6 – I Can Balance

Book: *Silly Sally* by Audrey Wood

Benchmarks	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>4.1 Identifies body parts and understands their functions</p> <p>4.12 Shows balance and coordination</p>
Stability Skills	<p>➤ Balancing</p>
You will need:	<p>✓ Book: <i>Silly Sally</i> by Audrey Wood</p> <p>✓ Hula hoops or carpet squares, one per child</p>
Introduce the Activity	<ul style="list-style-type: none"> Sing “If You’re Happy and You Know It” – A silly version <p><i>If you’re happy and you know it, say boo hoo.</i> (Rub eyes, pretend to cry)</p> <p><i>If you’re happy and you know it, say boo hoo.</i> (Rub eyes, pretend to cry)</p> <p><i>If you’re happy and you know it,</i> <i>Then your face will surely show it. (Sad face)</i></p> <p><i>If you’re happy and you know it, say boo hoo.</i> (Rub eyes, pretend to cry)</p> <p><i>If you’re sad and you know it, smile like this. (Big smile)</i></p> <p><i>If you’re sad and you know it smile like this. (Big smile)</i></p> <p><i>If you’re sad and you know it,</i> <i>Then your face will surely show it. (Happy face)</i></p> <p><i>If you’re sad and you know it, smile like this. (Big smile)</i></p> Did children notice anything different about the song? Explain to children that you were singing the song silly. Invite children to join you in singing “If You’re Happy and You Know It”, the silly version.
Present the Story	<ul style="list-style-type: none"> Prepare to read the book, <i>Silly Sally</i>. Show the cover, give title and author. (Explain that author is person who writes the words.) Ask children what they think the word “silly” means. Ask, “<i>Why do you think Sally is called silly? What are some silly things you think Sally will do?</i>” Accept all answers. Say, “<i>Let’s read and find out if you were right.</i>” Read book with children sitting so all can see the pictures. Review the book by showing pictures and inviting children’s comments. Call attention to all of the things Sally does “backward”: walking, dancing, leaping, singing and sleeping.

<p>Extend the Story</p>	<ul style="list-style-type: none"> • Ask children, two at a time, to get a carpet square or hoop and put it on the floor, leaving space between them. Help as needed. • Explain to children that they will be balancing on different parts of their bodies. Explain that balancing means “not falling over.” • Involve the children in balancing different body parts with wide bases of support. <ul style="list-style-type: none"> ○ “Can you balance on your hands and your feet at the same time?” ○ “Can you balance on two hands, two feet and two knees at the same time?” ○ “Can you balance on your head, hands and feet at the same time?” ○ “Can you balance on your knees and your elbows at the same time?”  <ul style="list-style-type: none"> • Observe and assist children who are having a difficult time balancing on body parts. • Allow children to practice balancing. <p>Teacher Safety Note: Avoid including headstands in your movement program for three and four year old children. These children do not have enough strength and balance to perform a headstand.</p>
<p>Conclude the Session</p>	<ul style="list-style-type: none"> • Lead children in a finger play. Suit actions to words. <p><i>I've been so busy balancing, Now I'm tired as I can be. I'll cross my legs, I'll close my eyes So I can't see.</i></p>

	<p><i>I will not move my body. I'll be like Raggedy Ann. My head won't move, My arms won't move. I'll just be still Because I can.</i></p>
<p>Try these additional activities</p>	<p style="text-align: center;">More Balancing</p> <ul style="list-style-type: none"> • Reread the book, <i>Silly Sally</i> by Audrey Wood. • Review the book by looking at pictures and discussing how each of the characters in the book is balancing. • Explain to children that they are going to be balancing on different parts of their bodies. • Observe children as they balance on wide bases to know when they are ready for these balancing activities on narrow bases. • Involve children in balancing body parts on narrow bases. <ul style="list-style-type: none"> ○ <i>"Can you balance on your head and feet at the same time?"</i> ○ <i>"Can you balance on one foot and one hand at the same time?"</i> ○ <i>"Show me that you can you can balance on your head and one foot at the same time."</i> ○ <i>"Can you balance on one knee and one elbow at the same time?"</i> ○ <i>"Show me that you can balance on your bottom without letting any other part of your body touch the floor."</i> <div style="text-align: center;">  </div> <p>Teacher Safety Note: Avoid including headstands in your movement program for three and four year olds. These children do not have enough strength and balance to perform a handstand.</p>

Walking on a Balance Beam

- Involve the children in walking on a low balance beam.
- Begin with balance beams placed only slightly above floor level.
- Allow only one child at a time to walk on the beam.
- Have children step up on one end of the balance beam.
- Tell children *“Walk across the balance beam just like you would walk across the floor.”* Say, *“Step with one foot, now step with the other foot.”*
Say, *“Hold your arms straight out to your side.”*
- Hold the hand of a child who may need this support.
- Allow children many opportunities to practice walking across the board until they have gained the skills and confidence to move to a higher board.
- Be aware that children will vary in their development of this skill.
- Vary the difficulty of the skill according to the development of the children. Some may be able to walk sideways or backward on the beam.

Teacher note: Modify this activity for children who may be having difficulty balancing on a beam. For example, have them balance on a taped line on the floor or on a chalk line on the sidewalk outdoors.



Balance Boards

- Add balance boards and balance board activities to your movement education program.
- Refer to *Designing Preschool Movement Programs* for information on how to construct and use balance boards with children.

Balancing with Bean Bags

- Prepare for this activity by having the following available:
 - ✓ Bean Bag Activities CD or tape, song "How Many Ways?"
 - ✓ CD or tape player
 - ✓ one bean bag per child
- Ask children to hold hands, make a circle and drop hands.
- Have two children at a time get a bean bag from the container and return to their spot.
- Allow children to experiment with holding the bean bags in different positions such as in one hand, then the other, on their shoulder and on their head.
- Stand in the center of the circle with a bean bag and participate with the children.
- Explain that the bean bag song tells them many different things to do with the bean bag. *"Listen carefully and do what the song tells you."*

Bean Bag Parade

- Prepare for this activity by having the following available
 - ✓ one bean bag for each child
 - ✓ Bean Bag Activities CD or tape, song "Bean Bag Parade"
 - ✓ CD or cassette player
- Help children form a line for marching. Give each child a bean bag.
- Play "Bean Bag Parade"
- Begin by having children hold the bean bag on their head while marching.
- Increase the difficulty as children become more skilled at balancing bean bags. For example, see if children can stand in place without moving as they balance the bean bag on their head. Some children may be able to balance the bean bag on their head while marching.

Teacher note: Find a way for each child to be successful.



Balancing Baskets

- Provide baskets for children to try and balance on their heads.
- Provide safe objects such as bean bags or socks for children to place in the baskets.
- Look for pictures of people balancing baskets on their heads. Show pictures to the children and discuss with them. Use the word "balance."



Balancing in the Science/Discovery Center

- Plan a guided small group activity for three to five children.
- Place a balance scale and rocks of various weights and sizes on the table in the science/discovery center.
- Allow children to examine the rocks and the scale. Observe to see what the children do with the items. If necessary, suggest that they place some of the rocks in the pans.
- Guide children to see how they can use the scale to determine which of two rocks is the heaviest (balance pan goes down), and which is the lightest (balance pan goes up.)
- Guide children to see how they can balance the pans. This means that the rocks in both pans weigh the same.
- Allow children to experiment with weighing and balancing other items such as counting bears and paper clips.

	<p style="text-align: center;">Tightrope Walker</p> <p>Locate or draw a picture of a tightrope walker in a circus and show it as you and the children say the following finger play:</p> <p style="padding-left: 40px;">While the band is playing, Back and forth I go. High above the people, Sitting far below.</p> <p style="padding-left: 40px;">While the crowd is cheering, I sway from side to side. Now my act is over, Down the pole I slide.</p> <p>Teacher Note: The picture can also be used to illustrate a chart to show as children are saying the finger play.</p>
Additional Books	<ul style="list-style-type: none"> ❑ <i>Harold's Circus</i> by Crockett Johnson ❑ <i>Mirette on the High Wire</i> by Emily Arnold McCully
Resources	<ul style="list-style-type: none"> ✓ Balance beams can be ordered from equipment catalogs or from school supply companies. ✓ Bean Bag Activities CD or tape can be ordered from school supply companies. ✓ Balance scales can be ordered from school supply companies. ✓ Refer to <i>Designing Preschool Movement Programs</i> by Stephen W. Sanders for information on how to construct balance beams and balance boards. This book also provides additional information on using balance beams and balance boards with children. ✓ Refer to A Story a Month, December 2002, <i>Silly Sally</i> http://www.arkansas.gov/childcare/silly.html

Teacher Notes:

- Children need to hear the same story read to them several times.
- Children also need frequent opportunities to repeat and practice movement activities.
- Plan to reread the book, *Silly Sally* by Audrey Wood, and include a variety of the movement activities.
- It is important that stories and activities be repeated with children at different times throughout the year.